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## SECTION XI. DIRECTORY AND REFERENCES

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### DIVISION DIRECTORY

**New Jersey Department of Education  
100 River View Plaza, P.O. Box 500  
Trenton, NJ 08625-0500**

Dr. Barbara Anderson  
Assistant Commissioner  
**Division of Student Services**  
(609) 292-9899  
(609) 633-1046 fax

Thomas McMahon  
Assistant Commissioner  
**Division of Finance**  
(609) 292-4421  
(609) 292-6794 fax

Margretta Reid Fairweather  
Assistant Commissioner  
**Division of Early Childhood  
Education**  
(609) 777-2074  
(609) 341-2763 fax

Dr. Jeffrey Osowski  
Assistant Commissioner  
**Division of Information and  
Management Services**  
(609) 633-9630  
(609) 292-1645 fax

Ellen Schechter  
Assistant Commissioner  
**Division of Academic and Career  
Standards**  
(609) 292-1083  
(609) 777-4481 fax

Dr. John Sherry  
Assistant Commissioner  
**Division of Field Services**  
(609) 292-4442  
(609) 292-3830 fax

Jacqueline McConnell  
Special Assistant for School Improvement  
**Commissioner's Office**  
(609) 292-4432  
(609) 777-4099 fax

## OFFICE OF PROGRAM REVIEW AND IMPROVEMENT (OPRI)

<b>Trenton And Field Offices</b>	<b>Address</b>	<b>Telephone</b>	<b>Fax</b>
Department of Education	Orlando Castro Director Office of Program Review and Improvement 100 River View Plaza PO Box 500, Trenton, NJ 08625-0500	(609) 292-6874	(609) 292-6483
Program Improvement Regional Center-North	Eunice Y. Couselo Acting Program Manager 240 South Harrison Street East Orange, NJ 07018	(973) 877-1333	(973) 266-0954
Program Improvement Regional Center-Central	Joan Tomlin Program Manager 1090 King Georges Post Road Edison, NJ 08837	(732) 225-4545	(732) 225-2491
Program Improvement Regional Center-South	Donna Snyder Program Manager 1492 Tanyard Road Sewell, NJ 08080	(856) 468-5530	(856) 468-8426

## OFFICE OF PROGRAM REVIEW AND IMPROVEMENT STAFF

<p>Cecelia Agabiti Program Development Specialist</p> <p>Carol Albritton Program Development Specialist</p>	<p>Nancy Resch Program Development Specialist</p> <p>Arifah Shaheed Program Development Specialist</p> <p>Vonda Reed Owens Planning Associate</p>
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## OFFICE OF FISCAL REVIEW AND IMPROVEMENT

Department of Education	Scott D. Henry Acting Director Office of Fiscal Review and Improvement 100 River View Plaza PO Box 500, Trenton, NJ 08625-0500	(609) 292-4942	(609) 292-6794
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Program Improvement Regional Center- North	Regional Fiscal Coordinator 240 South Harrison Street East Orange, NJ 07018	(973) 877-1333	(973) 266-0954
Program Improvement Regional Center- Central	Frank Van Camp Regional Fiscal Coordinator 1090 King Georges Post Road Edison, NJ 08837	(732) 225-4545	(732) 225-2491
Program Improvement Regional Center- South	William Gavin Regional Fiscal Coordinator 1492 Tanyard Road Sewell, NJ 08080	(856) 468-5530	(856) 468-8426

## SCHOOL REVIEW AND IMPROVEMENT TEAM STAFF ASSIGNED TO WSR MODELS

WSR MODEL	PIRC – NORTH (973) 877-1333	PIRC – CENTRAL (732) 225-4545	PIRC – SOUTH (856) 468-5530
Accelerated Schools	Lisa Schnall Susan Akers	TBA	Al Stewart Debbie Olusa
America's Choice	Lisa Schnall	Vivette Peacock	Lisa Della Vecchia
ATLAS	Michelle Dupree	TBA*	TBA*
CFL	Michelle Dupree	Jeanette Harris	Al Stewart Debby Olusa
Coalition of Essential Schools	Jan Phillips-Mezier Gary Diggs	Jeanette Harris Orlando Vadel	Lisa Della Vecchia Pam Moat
Comer	Charles Webster Janice Gabbidon	TBA	Carla Spates Jim McBee
Co-NECT	Jerry Carver Gary Diggs	TBA	Tonya Hall Frank Basso
High Schools That Work	TBA*	Ellen Mushinski	John Edwards
Microsociety	Francine Wright	TBA*	John Edwards
Modern Red Schoolhouse	Lisa Schnall	Jeannette Harris	Jim McBee Al Stewart
Success For All	Pat Mitchell Audrey Lassiter	Ellen Mushinski	Carla Spates Tonya Hall
Talent Development	Pat Mitchell	TBA*	Pam Moat

Turning Points	TBA*	TBA*	Frank Basso
Ventures in Education	TBA*	Vivette Peacock Orlando Vadel	Carla Spates Debby Olusa

\*TBAs will be announced once the model is implemented in the region.

## STATEWIDE NETWORKS

Network	Chair	Address	Telephone/Fax
Comer	Malcolm Adler, Acting President Camden School District	Washington School 1033 Cambridge Street Camden, NJ 08105	(609) 966-5278
Success For All	Charlene Izone, Co Chair Paterson School District	Paterson School #29 88 Danforth Avenue Paterson, NJ 08501 Newark SLT 4	(973) 225-7042 (973) 225-3033 fax
	Yasmin Hernandez, Co Chair Newark Public School District	Harold Wilson Middle School 190 Muhammad Ali Avenue Newark, NJ 07103	(973) 497-5782 (973) 497-5761 fax

### 30 ABBOTT DISTRICTS BY REGION AND COUNTY

REGION	COUNTY	DISTRICT
PIRC-NORTH	Bergen	Garfield
	Essex	East Orange
		Irvington
		Newark
		Orange
	Hudson	Harrison
		Hoboken
		Jersey City
		Union City
		West New York
	Passaic	Passaic City
		Paterson
	Warren	Phillipsburg
PIRC-CENTRAL	Mercer	Trenton
	Middlesex	New Brunswick
		Perth Amboy
	Monmouth	Asbury Park
		Keansburg
		Long Branch
		Neptune
	Union	Elizabeth
		Plainfield
PIRC-SOUTH	Atlantic	Pleasantville
	Burlington	Burlington City
		Pemberton
	Camden	Camden City
		Gloucester City
	Cumberland	Bridgeton
		Millville
		Vineland

## OFFICE OF EDUCATIONAL SUPPORT SERVICES AND INTERAGENCY INITIATIVES

<b>Trenton Offices</b>	<b>Address</b>	<b>Telephone</b>	<b>Fax</b>
Department of Education	Gloria Hancock, Director Office of Educational Support Services and Interagency Initiatives 100 River View Plaza, PO Box 500 Trenton, NJ 08625-0500	(609) 292-5935	(609) 633-9655
Alternative Education	LaCoyya Weathington, Education Program Development Specialist	(609) 777-4988	(609) 633-9655
Security/Safe Environment	Phillip Brown, Program Coordinator	609) 292-5887	(609) 633-9655

## OFFICE OF BILINGUAL EDUCATION AND EQUITY ISSUES

Bilingual Education and ESL	Raquel Sinai, Acting Director 100 River View Plaza, PO Box 500 Trenton, NJ 08625-0500	(609) 292-8777	(609) 292-1211
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## OFFICE OF SPECIAL EDUCATION

Special Education	Barbara Gantwerk, Director 100 River View Plaza, PO Box 500 Trenton, NJ 08625-0500	(609) 633-6833	(609) 984-8422
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## OFFICE OF SPECIALIZED POPULATIONS

Title I	Linda Dold-Collins, Director 100 River View Plaza, PO Box 500 Trenton, NJ 08625-0500	(609) 633-9715	(609) 633-6874
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## OFFICE OF EARLY CHILDHOOD EDUCATION

<b>Trenton Offices</b>	<b>Address</b>	<b>Telephone</b>	<b>Fax</b>
Department of Education	Susan Saravalli Education Program Development Specialist Division of Early Childhood Education 100 River View Plaza, PO Box 500 Trenton, NJ 08625-0500	(609) 984-7755	(609) 777-0967

## OFFICE OF STANDARDS AND PROFESSIONAL DEVELOPMENT

Trenton Offices	Address	Telephone	Fax
Department of Education	Jay Doolan, Director 100 River View Plaza PO Box 500 Trenton, NJ 08625-0500	(609) 984-5322	(609) 292-7276
Professional Development	Eileen Aviss-Spedding Coordinator	(609) 633-3800	(609) 292-7276

## OFFICE OF SCHOOL-TO-CAREER AND COLLEGE INITIATIVES

Trenton Offices	Address	Telephone	Fax
Department of Education	Thomas Henry, Director 100 River View Plaza PO Box 500 Trenton, NJ 08625-500	(609) 633-0665	(609) 984-5328
Career Preparation	Martha Huleatte Manager	(609) 292-6573	(609) 984-5347
Bureau of Program Review	Sylvia Kaplan Manager	(609) 292-6582	(609) 984-7048

## OFFICE OF EDUCATIONAL TECHNOLOGY

Trenton Offices	Address	Telephone	Fax
Department of Education	Julia Stapleton, Director 100 River View Plaza PO Box 500 Trenton, NJ 08625-0500	(609) 984-1644	(609) 292-1645
Technology	Linda Carmona-Bell Educational Technology Specialist	(609) 292-1414	(609) 292-1645



## WHOLE SCHOOL REFORM DEVELOPERS

DEVELOPER NAME & CONTACTS	TELEPHONE	FAX
<b>ACCELERATED SCHOOLS</b> <a href="http://www.-lelend.stanford.edu/group/ASP">http://www.-lelend.stanford.edu/group/ASP</a>		
Dr. Henry Levin, Professor Teachers College, Columbia University P. O. Box 181, 525 West 120 <sup>th</sup> Street New York, New York 10027	(212) 678-3857	(212) 678-4162
<b>NJ Contact:</b> Ms. Grazyna Hulacka, Office Manager (same address as above)	(212) 678-3211	(212) 678-8181
Ms. Pilar Solar, Director (same address as above)	(212) 678-3095	(212) 678-8181
<b>AMERICA'S CHOICE DESIGN NETWORK</b> <a href="http://www.ncee.org">http://www.ncee.org</a>		
Mr. Marc Tucker, President 700 11 <sup>th</sup> Street, NW - Suite 750 Washington, DC 20001	(202) 783-3668	(202) 783-3672
<b>NJ Contact:</b> Ms. Lynn Stinette-Barbour, Senior Associate (same address as above)	(815) 675-1360	(815) 675-6745
Ms. Judy Aaronson, Deputy Director (address same as above)	(815) 675-1360	(815) 675-6745
Ms. Loretta Pohill, Cluster Leader (address same as above)	(815) 675-1360	(815) 675-6745
<b>ATLAS COMMUNITIES</b> <a href="http://www.edc.org/FSC/ATLAS">http://www.edc.org/FSC/ATLAS</a>		
Ms. Linda Gerstle, Project Director Center for Science Curriculum 55 Chapel Street Newton, Massachusetts 02158	(617) 969-7100 Ext. 2436	(617) 969-3440

## WHOLE SCHOOL REFORM DEVELOPERS

### WHOLE SCHOOL REFORM DEVELOPERS

#### COALITION OF ESSENTIAL SCHOOLS

<http://www.ces.brown.edu>

Hudi Podolsky, Executive Director  
1814 Franklin Street - Suite 200  
Oakland, California 94612

(510) 433-1451

(510) 433-1455

Torrey Strohmeier, Director, School & Center Support  
(same address as above)

**NJ Contact:**

Ms. Claudia Burzichelli, Director  
Rutgers University, 36 Street 1603  
Piscataway, New Jersey 08854-8036

(732) 455-2071

(732) 445-0027

#### COMER SCHOOL DEVELOPMENT PROGRAM

<http://info.med.yale.edu/comer/welcome.html>

Dr. Edward Joyner, Executive Director  
Child Study Center  
P. O. Box 207900  
New Haven, Connecticut 06520

(203) 785-2548

(203) 785-3359

**NJ Contact:**

Ms. Sherrie Joseph, Consultant  
(same address as above)

(203) 737-1020

(203) 737-1023

#### COMMUNITY FOR LEARNING/ADAPTIVE LEARNING ENVIRONMENT

<http://www.temple.edu/LSS/csr.htm>

Dr. Margaret Wang, Professor  
Temple University  
1301 Cecil B. Moore Avenue - Ritter Hall Annex  
Philadelphia, Pennsylvania 19122

(215) 204-3001

(215) 204-5130

<b>CO-NECT SCHOOLS</b> <a href="http://www.naschools.org/schoolsconect.html">http://www.naschools.org/schoolsconect.html</a>		
Dr. Bruce Goldberg, Chief Education Officer Ms. Kristie Sells, Director of Marketing 10 Fawcett Street Cambridge, Massachusetts 02140	(617) 234-5809	(617) 868-4798
<b>CONSISTENCY MANAGEMENT*</b> <a href="http://www.coe.uh.edu/~feiberg/cm/">http://www.coe.uh.edu/~feiberg/cm/</a>		
Dr. Jerome Freiberg, Director University of Houston Fairish Hall - Room 350 4800 Calhoun Street Houston, Texas 77004	(713) 743-8663	(713) 743-8664
<b>HIGH SCHOOLS THAT WORK</b> <a href="http://www.sreb.org">http://www.sreb.org</a>		
Gene Bottoms, Senior Vice President Southern Region Education Board 592 10 <sup>th</sup> St. N.W. Atlanta, GA 30318  Tom Feagin, Site Facilitator (same address as above)	(404) 875-9211	(404) 872-1477
<b>MICROSOCIETY</b> <a href="http://www.microsociety.org">http://www.microsociety.org</a>		
Dr. Carolynn King, Executive Director 13 South 3 <sup>rd</sup> Street, Suite 500 Philadelphia, PA 19106	(215) 922-4006	(215) 922-3303

\*Supplemental Program

<b>MODERN RED SCHOOLHOUSE INSTITUTE</b> <a href="http://www.mrsh.org/">http://www.mrsh.org/</a>		
Dr. Sally Kilgore, President 208 – 23 <sup>rd</sup> Avenue North Nashville, Tennessee 37203	(615) 320-8804	(615) 320-5366
<b>NJ Contact:</b> Mr. Brian Spears, Vice President (same address as above)	(615) 320-8804 (888) 234-8073 (Mobile Phone)	(615) 320-5366
Mr. Ron Heady, Executive Vice President	(615) 320-8804	
<b>NATIONAL PAIDEIA CENTER</b> <a href="http://www.unc.edu/depts/ed/paideia">http://www.unc.edu/depts/ed/paideia</a>		
Dr. Terry Roberts, Director University of North Carolina at Greensboro Greensboro, North Carolina 27402	(336) 334-3831 (336) 334-3729	(336) 334-3739
<b>PROJECT GRAD (GRADUATION ACHIEVES DREAMS)*</b> <a href="http://www.hern.org/grad/">http://www.hern.org/grad/</a>		
Dr. Sharon L. Jacobson, Director of Operations P. O. Box 2511 Houston, Texas 77252-2511	(713) 757-5973	(713) 757-3144
<b>NJ Contact:</b> Ms. Tycene Hicks-Edd, Executive Director 520 Broad Street – 9 <sup>th</sup> Floor Newark, New Jersey 07102	(973) 481-8471	(973) 481-8466
<b>SUCCESS FOR ALL</b> <a href="http://successforall.com">http://successforall.com</a>		
Dr. Robert Slavin, Principal Research Scientist 200 West Towsontown Boulevard Baltimore, Maryland 21204-5200	(410) 616-2310 800-548-4998 Ext. 752846	(410) 324-4444
<b>NJ Contact:</b> Ms. Vickie Pellicano, Instructional Facilitator (same address as above)	410) 616-2317 (800) 548-4998 Ext. 2317	(410) 324-4444

\*Supplemental Program



## WSR MODELS DESCRIPTIONS

### **SUCCESS FOR ALL/ROOTS & WINGS (PreK-6)**

Success for All (SFA) is clearly the whole school reform program that shows the most promise of enabling students in the Abbott districts to achieve the Core Curriculum Content Standards (CCCS). This elementary school program is based on years of research of effective practices in beginning reading and cooperative learning (Slavin, 1995; Stevens Madden, Slavin & Farnish, 1987). SFA is an approach to school improvement that involves changes to every aspect of elementary school organization, instruction, and curriculum. The program focuses on preventing school failure by relentless concentration on having every child read successfully by the end of third grade. During the 1999-2000 school year, over 800,000 students will be enrolled in SFA classes in 1,700 schools in 46 states, Canada, and Great Britain. Essential program elements include an uninterrupted 90-minute reading block, one-to-one tutoring for students who are struggling (concentrating on first graders), innovative approaches in preschool and kindergarten, emphasis on writing, assessment of student progress every eight weeks, and developing a strong family support network.

Combined with the developers other instructional components (Roots & Wings), the model becomes a true whole school reform program. Roots & Wings includes two additional components--MathWings and WorldLab. MathWings is a constructivist mathematics program for grades 1-5 focused on higher order skills and metacognition. WorldLab is a social studies and science curriculum that emphasizes simulations and group investigations, also for grades 1-5. In sum, Success for All/Roots & Wings is a research-based WSR model which, when fully implemented, will meet the guidelines for reform adopted by the New Jersey Department of Education.

<http://successforall.com/>

### **SUCCESS FOR ALL/CURIOSITY CORNER**

Curiosity Corner is a comprehensive early childhood education program for three- and four-year-olds developed by the Early Learning Development Team of the Success for All Foundation. The team developed this program as a connection with its kindergarten through grade six program, Success For All. The team drew from various early childhood curricula and research to develop its program. Curiosity Corner is based on the philosophy that children learn best when a core concept or theme is developed through a variety of activities that reinforce that concept. The program combines this thematic approach to learning with its own program components, such as "Clues and Questions" and "Rhyme Time," and established early childhood approaches, such as learning centers, in developing its curriculum. In addition, Curiosity Corner provides most of the materials for its thematic units, including books, its "Home Link," a weekly newsletter for parents, story packets to take home and daily tasks related to the classroom theme for children to do at home.

### **ACCELERATED SCHOOLS PROJECT (K-8)**

The Accelerated Schools Project, developed in 1986 by Dr. Henry M. Levin, was established to bring "at-risk" students into the educational mainstream by the end of elementary school. Due to its initial success, the Accelerated Schools expanded to include middle schools. Instead of slowing down student learning with remediation, the idea was to enhance academic growth through challenging and stimulating activities. Instead of lowering expectations for those

children, the goal was to treat them as gifted and talented students by identifying and building on their strengths. Instead of treating a school as a collection of individual programs and staff members with individual goals, the objective was to create a schoolwide unity of purpose that would encompass all children, staff, and parents. Instead of using "canned" curriculum packages as solutions to learning challenges, the goal was to incorporate the entire staff into a governance and decision-making process around the unified purpose of creating powerful learning experiences for all children.

These ideas were melded into a process that incorporates an integrated approach to school curriculum, instructional strategies, and organization--a process by which parents, students, teachers, support staff, administrators, district offices, and local communities could work together to reach their shared vision. The first accelerated elementary schools were established in 1986-1987, and by 1998-1999 the movement had grown to about 1100 elementary and middle schools in forty states and 4 other countries. The full transformation of a school takes five or six years, but there are major gains in the first year. An important goal of the Accelerated Schools Project is to provide the best educational and life options for all students.

Accelerated Schools are built on unity of purpose among the entire school community in creating practices and activities that are dedicated toward accelerated progress. They establish an active school-site decision-making process with responsibility for results, and active participation in decisions by all school staff as well as parents, with reliance on small-group task forces, a schoolwide steering committee, and schoolwide governance groups. Instead of focusing on weaknesses, accelerated school staff and parents use a pedagogy constructed on the strengths and cultures of the children (and indeed all members of the school community), with a heavy reliance on relevant applications, problem-solving, and active "hands-on" learning approaches as well as an emphasis on thematic learning that integrates a variety of subjects into common set of themes. Finally, parental involvement both at home and at school is central to the success of an accelerated school.

An accelerated school is a school that has been transformed through the accelerated schools philosophy and process, as well as continuous reflection on implementation efforts, is at the heart of the school transformation.

<http://www-leland.stanford.edu/group/ASP>

### **COALITION OF ESSENTIAL SCHOOLS (K-12)**

The Coalition of Essential Schools (CES) is a national network of schools and centers engaged in restructuring and redesigning schools to promote better school learning and achievement. CES's power as a school reform movement is derived from its focus on classroom practice, the simple authenticity of its principles, and its determination to measure the long-term impact of school reform on the lives of students. The Coalition began as a secondary school reform effort in 1984; today it is a federation of more than 1000 schools serving students from kindergarten to the twelfth grade. The schools are diverse in size, population, program, and geographic location, both public and private. Over 25 centers and networks, which span 37 states and extend abroad, support the work in these varied communities.

Despite this great diversity, CES schools share a common set of beliefs about the purpose and practice of schooling. These ideas are known as the Ten Common Principles. This set of simple but compelling ideas reflect over two decades of careful research and examined practice and are used to guide whole-school reform efforts. The Principles call broadly for schools to set clear and simple goals about the intellectual skills and knowledge to be mastered by all the schools' students; to lower teacher/student ratios, personalize teaching and curriculum, and make student work the center of classroom activity; to award diplomas based on students'

"exhibition" of their mastery of the schools' program; to create an atmosphere of trust and respect for the school, faculty, students, and parents; and to demonstrate democratic and equitable practices at all levels of the work. The principles, rather than acting as a blueprint for change, are used to focus each school's effort to rethink its priorities and redesign its structures and practices. Each school develops its own programs, suited to its particular students, faculty, and community. Hence, no two Coalition schools are alike.

CES recognizes that fundamental reform is a lengthy process. Schools interested in the Coalition begin their work by exploring the ideas promoted by the Ten Common Principles. If the work of the Coalition fits with the school's needs, the planning stage begins.

The regional centers coach schools through systematic change at the school site. This organizational structure allows CES to maintain both a national vision and a strong commitment to local implementation.

The New Jersey Center was established in 1994 at Rutgers University. It serves 14 schools, five of which are in Abbott districts. Three of its seven high schools were in the top ten schools that have the highest percentage of their students pass all three sections of the HSPT in 1997-98 (from 96.8% to 100.0%).

<http://www.ces.brown.edu> or <http://www.essentialschools.org/>

### **COMMUNITY FOR LEARNING (CFL)(K-12)**

Community for Learning is a data-based, comprehensive K-12 program that focuses on high academic achievement and positive student self-perception. The program includes a site-specific implementation-planning framework that incorporates a schoolwide organizational structure, and a coordinated system of instruction and related services delivery. The focus is on breaking down artificial barriers within the school and across the multiple service-providing agencies to ensure the healthy development and educational success of every student.

Implementation of the CFL program impacts three major areas of student outcomes:

- Improved academic achievement of all students, including and particularly those at the margins.
- Patterns of active learning and teaching processes that are consistent with the research base on effective practices.
- Positive attitudes by students and staff toward their school, and, most importantly, the expectation that every student has the capacity for educational success.

Findings from implementation studies in a variety of school settings to date show a positive pattern of change in a variety of student outcomes including reading and math, and attitudes about learning and their classroom and school environments when compared with students in non-program schools. Research findings also indicate that CFL families and communities become increasingly active in a wide range of school activities and in the decision making process.

<http://www.temple.edu/LSS/csr.htm>

### **THE COMER SCHOOL DEVELOPMENT PROGRAM (SDP)(K-12)**

The Comer School Development Program (SDP) is a nationally recognized program, established in 1968 in two of the lowest achieving schools in New Haven by Dr. James Comer, a psychiatrist at Yale University's Child Study Center. This program focuses on bridging the gap between the home and the school by identifying and addressing the underlying problems of students and their families and involving all school staff, community agencies and parents in



designing appropriate solutions to identified problems. The SDP is not a program, but a process for involving all stakeholders in the development of school plans that focus on improving: school climate, instruction, collaboration with local social and health providers, and parental involvement in the schools.

The SDP includes a governance and management team, student and staff support team and a parents program. The School Planning and Management Team (SPMT) is composed of teachers, representatives from the student and staff support team, parents, support personnel and the school principal. This team is responsible for guiding the school's improvement efforts which include the development of the school plan, periodic assessment of programs and student performance, staff development, and curriculum development and implementation. The Student and Staff Support Team, is composed of a guidance counselor, nurse, social worker, psychologist, speech therapist and special education staff. Their responsibilities include the development of strategies to help teachers solve students' behavioral and instructional problems, as well as establishing linkages with social and health agencies to provide students and their families with services. Finally, the parents' program or Parental Involvement Team plays an active role in schools by serving on various committees, including the SPMT, and by volunteering to work in schools.

Decisions by all team members are made by consensus, and include collaboration with all stakeholders and using a no-fault problem solving approach. The SDP requires approval and support of the superintendent and the board as well as hiring staff. The staff consists of a program facilitator, along with instructional and mental health staff.

As a result of the implementation of the SDP program in New Haven, Connecticut, students who had once ranked lowest in achievement among 33 elementary schools, by fourth grade had caught up to grade level (Comer, 1988). Furthermore, the researcher states that money and efforts expended for educational reform will have limited benefits to poor minority children unless the underlying developmental and social issues are addressed (Comer, 1988). Another source, Squires and Kranyik, report that the Comer program succeeds because it supports a change in the school culture and its focuses on child development (Squires & Kranyik, 1996).

<http://info.med.yale.edu/comer/welcome.html>

### **COMER SCHOOL DEVELOPMENT PROGRAM/ZIGLER INITIATIVE (CoZi)**

The Comer initiative is a combination of the School Development Program (SDP) developed by Dr. James Comer at the Yale Child Study Center and Dr. Edward Zigler's School of the 21<sup>st</sup> Century (21C) at the Yale Bush Center in Child Development and Social Policy. The SDP and 21C have the same theoretical base and are complementary. The community develops an array of components at the school based on a needs assessment. This model aims to integrate services at the school site, transforming the school into a year-round, multi-service center providing services from early morning to early evening. The 21C components include year-round all-day child care for children ages three to five in a developmentally-appropriate, high-quality program; before- and after-school and vacation care for school age children; outreach and guidance for parents of children ages birth to three (including support groups and health and developmental screenings); support and training for family day care providers in the school neighborhood; and information and referral services for all members of the school community. A three-year outcome evaluation for a demonstration program indicated that children achieved higher academic outcomes than a matched comparison group. In addition, the program enjoys significant support from both parents and school personnel.

## **MODERN RED SCHOOLHOUSE (MRSh)(K-12)**

The Modern Red School House (MRSh) is a K-12 program based on a blend of reform strategies and on the principle that all students can meet high standards through a system of mastery and assessment. The MRSh philosophy is articulated through six tenets of reform, which include high standards for all, transmission of a shared culture and respect for diversity, school choice for students and teachers, use of advanced technology, and flexibility and accountability for teachers and principals. Support is designed to build on a school's strengths, to address weaknesses, and to develop a plan for continuous self-improvement. Results have shown improvement in students' ability to pass state-administered essential skills tests. Parents are especially satisfied.

The following three phases of implementation have been identified, with twelve professional development modules available to support implementation: creating a baseline curriculum; adapting the curriculum and organization to meet the individual needs of students; and setting assessment in place. While schools are not required to complete all training modules, the assessment system must be in place along with the curriculum that supports it, within five years.

There is a strong emphasis on core academic subjects (mathematics, science, English, history, and geography). The design encourages primary and intermediate grade levels to use E.D. Hirsch's Core Knowledge curriculum. With the support of MRSh trainers, teachers develop instruction units that enable students to reach high academic standards. The MRSh approach uses standardized tests, assessments based on student performance and individual student contracts to monitor student progress. Through the required Individual Education Compact (IEC), goals are developed for each student, with progress toward meeting those goals monitored and discussed by student, teacher(s), and parents. Ideally, discussing and producing progress reports to parents should occur annually.

The site-based management is required of all MRSh schools. MRSh also recommends that school staff assemble six committees: community involvement, curriculum, organization, and finance, standards and assessment, technology, and professional development. Together with the principal, committee chairs form a leadership team that may be expanded to include parents, teachers, and community representatives. To assist with the development and implementation of long-range plans, MRSh trainers work on-site with each of these groups. Schools are expected to hire a technology coordinator. The instructional design features multi-graded classrooms where mastery of common curriculum is the primary concern, and teachers have considerable freedom to exercise their professional judgment in deciding how to accomplish the mission.

Staffing design and specific staffing requirements are decisions that are left to the school management teams. The school leadership team serves three-year, staggered terms of office. About 20 days of professional development for each teacher at test sites for MRSh have been average. Teachers in MRSh sites design and attend a summer institute which provides foundation skills.

Although no specific supplies and materials are required, the MRSh design recommends using technology in the classroom for several purposes, including sharing information, assessing students, and tracking student progress on goals. The developers require that schools have: a network of computers, a filesaver, a modern instructional and management software, voice mail, student work stations (6:1 ratio), and cable and satellite down-links.

Depending on local circumstances, the developer recommends schools use the Core Knowledge scope and sequence or Open Court reading materials; some instruction and assessment materials are provided through Capstone units developed by national experts. According to the developer, one focus of training is to help teachers find inexpensive ways to provide suitable materials for their students.

While there is considerable variability of cost for implementing the MRSh design, depending on site parameters, the expense of technical assistance, capacity building and materials ranges from \$90,000 to \$150,000 over a three-to-four year period, exclusive of the cost to upgrade educational technology to MRSh specifications.

<http://www.mrsh.org>

### **AMERICA'S CHOICE SCHOOL DESIGN (K-12)**

The America's Choice School Design is a comprehensive design for K-12 schools determined to get their students to high, internationally benchmarked standards in English, mathematics and science. America's Choice School Design was developed by the National Center on Education and the Economy (the NCEE), a leading source for standards-based education in the United States, and is an outgrowth of the NCEE program, National Alliance for Restructuring Education.

The America's Choice School Design includes fully aligned standards, assessments, curriculum materials and instructional methods, all crafted to work smoothly together to get students to high standards, no matter where they start. This instructional system is matched to a unique standards-based planning and management system at the heart of which is close analysis of student performance data, revealing the specific weak points of the students to which the needed resources are targeted. America's Choice includes a design for quickly identifying students who are falling behind and bringing them back to standard, as well as a planning and management system for making the most efficient use of available resources to raise student performance quickly. A comprehensive safety net for low-performing students is built into the design, as are supports for parent involvement, public engagement and the involvement of community social service and health agencies. The America's Choice School Design is built on the New Standards Performance Standards--standards that complement and extend the standards that the State of New Jersey has developed. The New Standards Reference Exams are used to measure student performance toward achieving the standards and fit well with the New Jersey State performance exams. The America's Choice curriculum focuses on the basics, conceptual mastery and applications. The America's Choice Planning for Results system helps school staffs identify weak spots and address them. Schools use the information to redesign their master schedule and extend the school day and week to give the students the extra time they need to get the standards, no matter where they start.

In the early grades, the America's Choice School Design concentrates on the development of literacy, using proven methods that emphasize phonic, oral language, guided reading and writing, and independent reading and writing. Every K-5 school sets aside a two-and-one half-hour block every day for literacy instruction or double block of English at the middle school. All schools designate a member of its faculty as a full time Literacy Coordinator. This person participates in an eight-week National Literacy Institute over the first two years of the program and is trained to work one by one with every teacher in the school to enable them to bring all of their students up to high literacy standards.

The High School Design features a program to bring poor readers up to standard, a design for a "house" system to break the high school down into smaller groupings in which students come to

feel that they are known and valued by the adults in the school. The curriculum is focused on the academic core, and for those who have successfully completed the core curriculum, a strong college prep program for those students who plan to go to a selective college. An equally strong work-based technical prep program is offered for those students who plan to enter the work force after completing a technical or community college program. A key feature of the high school is a commitment to prepare all students to enter college without remediation. The America's Choice Design Team offers a complete program of technical assistance and professional development to support the design.

While the America's Choice does not include the district design, districts may opt to do this work in parallel to their schools. Effective standards-based reform demands knowledgeable and determined leadership from the district central office. District leaders need to understand how performance standards work, how to establish district-wide goals and indicators, how to set up data systems that capture the data needed to analyze progress against indicators and performance standards and get that information to the people who need it, how to set up standards-based accountability systems, and how to provide the help to schools that will enable them to get their students to the district's standards. The America's Choice Design Team can provide a custom-designed leadership training program to meet the unique needs of the New Jersey districts.

[http://naschools.org/schools\\_p\\_nare.html](http://naschools.org/schools_p_nare.html) or <http://www.ncee.org>

### **ATLAS COMMUNITIES (AUTHENTIC TEACHING, LEARNING, AND ASSESSMENT FOR ALL STUDENTS) - (PreK-12)**

A preK-12 program for a senior high school and all of its feeder schools, ATLAS Communities model is distinctive for its linking of elementary, middle, and high schools in a continuous education pathway. Combining the work of Comer (School Development Program), Gardner (Multiple Intelligences, Teaching for Understanding), Sizer (Coalition of Essential Schools) and the Education Development Center, Inc., ATLAS' mission is to improve student performance from kindergarten through twelfth grade. Implementation of the ATLAS Communities design requires that schools work over a 3-5 year period to implement ATLAS strategies in five areas: professional development, teaching and learning, assessment, family and community, and management and decision-making. Students move beyond basic literacies to develop a strong capacity, analytic thinking, and real-world problem solving. ATLAS acknowledges that it takes the entire community (school, district, parents, surrounding community, and policy environment) to promote high achievement for all learners. By joining forces with these powerful constituencies, ATLAS schools graduate students who are shaped by a lively understanding of academics, their own communities, and the larger world around them.

Students in ATLAS Communities participate in standardized national, state, and district tests--and they all do well. ATLAS schools in Philadelphia have met and exceeded rigorous and challenging local performance standards within 2 years of implementing ATLAS. The percent of students achieving proficient scores at a high school in Memphis increased 13 percent while the district average decreased 5 percent. In Norfolk, the percent of student scoring over 1,000 on SAT's increased 300 percent. Twenty-five percent of sixth and seventh graders in a middle school in Everett, WA improved 2.5 grades on the CAT test.

<http://www.edc.org/FSC/ATLAS>

### **Co-NECT SCHOOLS (K-12)**

Co-NECT schools use technology and project-based learning as a common thread to bring teachers, students, administrators, parents, and the community together in pursuit of improved results in their schools. The goals are to boost academic achievement for all students in core subject areas, connect academics with the real world, promote community accountability and

involvement, and make every school an exciting, rewarding place in which to teach and learn. Schools that work with Co-NECT join a rapidly-expanding network of over 115 schools (preK-12) around the country--including schools in Cincinnati, Memphis, Miami, Fort Lauderdale, Philadelphia, Jersey City, and Trenton.

Co-NECT teachers receive intensive professional development in critical areas such as project-based learning assessment, and technology; and they have access to the Co-NECT Exchange, our web site, which contains a rich collection of software tools, projects, online trainings, and other resources. In addition, Co-NECT teachers are invited to attend the annual conference and to take part in the Co-NECT Critical Friends Program, in which teachers visit Co-NECT schools in other parts of the country to exchange insights and ideas.

Significant gains in student achievement have been reported by a number of participating schools. For example, an independent study conducted by a team of researchers at the University of Memphis and University of Tennessee (Knoxville) recently found that the Co-nect schools in Memphis, Tennessee have shown stronger achievement gains across all subject areas over a period of two years on Tennessee's Valued-Added Assessment System (TVAAS) than a set of control schools.

[http://www.naschools.org/schools\\_p\\_conect.html](http://www.naschools.org/schools_p_conect.html)

### **PAIDEIA (K-12)**

The Paideia Program is a systemic reform project based on the work of Philosopher Mortimer Adler (*The Paideia Proposal*, 1982), which seeks to provide rigorous liberal arts education to all students in a school. Its objectives are to help students develop the skills necessary to earn a living, think and act critically as responsible citizens and to become lifelong learners. Although the instructional principles are fixed, the National Paideia Center works with individual schools to help them adapt the model to local circumstances. The instructional program stresses three kinds of teaching and learning: didactic instruction for the acquisition of knowledge; the coached academic project for skill development; and the seminar discussion for the enlargement of understanding. Although the program is designed for whole school reform, it is adaptable for a school-within-a-school model. Among its advantages are its concentration on the essence of the learning process and its strengthening of student problem solving, decision making, and conflict resolution skills. Success in lowering failure rates, improving attendance, and improving writing scores have been documented, with research on standardized testing results pending.

<http://www.unc.edu/depts/ed/Paideia> or <http://www.unc.edu/paideia>

### **MICROSOCIETY (K-8)**

*MicroSociety* is a cutting edge model where students apply academic skills as citizens and workers in a society of their own design. By dramatically increasing student motivation to learn and improving discipline, the model has helped dozens of schools in urban, suburban and rural communities meet high academic standards and boost test scores and attendance.

In *MicroSociety* schools, students do not learn about the work world for fun. Their Micro jobs reinforce basic academic skills and lessons, provide them with opportunities for drill and practice, and prepare them to be leaders. A "Mirco" period, typically held three to five times a week, actively engages students of all ages in building their miniature society. Students earn borrow money from the bank; pay taxes, tuition and rent; and purchase goods and services produced by their peers.

In a *MicroSociety* setting, all systems within the school-organization, instruction, professional development, and management-and all classrooms are actively engaged in and accountable for

the implementation of a common, articulated strategy to improve teaching and learning. This "Common Purpose" directs the engagement of community stakeholders and stimulates a cohesive approach to reform. Even the use of technology favors real-world applications and is infused throughout the model's curriculum and instruction.

Professional development is continuous. It includes on-site training and technical assistance, observation of teacher activities, and regular coaching that focuses on aligning Micro activities with standards. Through the adoption of the PLERM method (planning, learning, experimentation, reflection and modification), Micro teachers adopt a differentiated instructional style including teacher as facilitator, small group instruction, cooperative learning, and frequent high quality interaction between students and adults from the community. As children discover the increased opportunities to succeed, they assume greater responsibility for managing their society and become self-initiated learners and responsible citizens.

<http://www.microsociety.org>

### **HIGH SCHOOLS THAT WORK (9-12)**

*High Schools That Work (HSTW)* is a whole school, research and assessment-based reform effort that offers a framework of goals and key practices for improving the academic, technical, and intellectual achievement of career-bound high school students. It provides intensive technical assistance, focused staff development, and a nationally recognized yardstick for measuring program effectiveness. *HSTW* promotes a changed school environment as a context for implementing 10 key practices: high expectations; challenging vocational studies; increasing access to academic studies; a program of study that includes four years of English, three of math; and three of science; work-based learning; collaboration among academic and vocational teachers; students actively engaged; an individualized advising system; extra help; and keeping score (using assessment and evaluation data to foster continuous improvement). *HSTW* sets high expectations, identifies a recommended curriculum to meet the expectations, and set student performance goals benchmarked to the National Assessment of Educational Progress (NAEP).

<http://www.sreb.org>

### **TALENT DEVELOPMENT MIDDLE SCHOOL (6-8)**

The Talent Development Middle School is a rigorously evaluated national whole school reform model developed by researchers, educators, and experienced curriculum writers at Johns Hopkins University in collaboration with middle school practitioners. It contains eight fundamental components that transform a school into a high performance learning community by establishing the standards-driven curriculum, instruction, school organization, and professional development needed in order for all students to learn challenging academic materials and to prepare for successful futures.

Findings from research involving focus groups with teachers in Talent Development Middle Schools indicate that they are generally quite favorable when asked to evaluate Talent Development's professional development sessions, curriculum materials, and instructional approaches. Teachers reported, with both surprise and immense pleasure that they had received very useful training, consistent and helpful follow-up implementation support in the classroom, and materials on-time and in sufficient quantity with which to teach (Useem, 1998, 1999)

<http://www.csos.jhu.edu>

### **TALENT DEVELOPMENT HIGH SCHOOLS (9-12)**

The Talent Development High School with Career Academics is a comprehensive multi-phased reform model for large high schools that have serious problems with student attendance, discipline, achievement scores and dropout rates. Among its components:

- *Ninth Grade Success Academy:* A separate transitional program places groups of 150-180 first-year students with interdisciplinary teams of 4-5 teachers who share a block schedule with common planning time. This program has its own faculty, its own management team, and its own part of the building with a clearly labeled entrance.
- *Career Academies for the Upper Grades:* Several self contained Career Academies are formed in the upper grades, each enrolling 250-350 students. Each academy offers the same common core of academic courses with an appropriate blend of career applications to match the particular academy theme, so college entrance as well as entry to work is possible from each academy.
- *Core Curriculum in a Four-Period Day:* A basic set of academic courses is required for all students. The ninth grade curriculum features double time in mathematics and English for students who have weak prior preparations. Summer school, Saturday school, and after hours credit schools are offered so students can recover from course failures.
- *Catch-Courses for Ninth Graders:* Three first- term ninth grade courses have been designed, with complete lesson plans and classroom activities, for students with weak prior preparation in reading, mathematics, and study/social skills. Teacher training and follow- up support are provided for the courses of Strategic Reading, Transition Mathematics and Freshman Seminar.
- *On-Site facilitators:* Professional development workshops are provided on key components, including teaching in the extended period class and using teams in the ninth grade for improved student attendance and learning. Also, expert local teachers are trained as regular on-site Instructional Facilitators to support teachers of the new catch-up courses in the ninth grade.
- *Twilight School:* An alternative after-hours program is conducted in the building for students who have serious attendance or discipline problems or who are coming to the school from prison or suspension from another school. Instruction is offered in small classes in the basic subjects, and extensive services are provided by guidance and support staff.

<http://www.csos.jhu.edu>

### **TURNING POINTS (6-8)**

Turning Points is a New American Schools design for comprehensive middle school reform based on a decade of research and practice in urban, rural, and suburban middle schools throughout the country. Coordinated by the Center for collaborative Education in Boston, Massachusetts, Turning Points enables middle level schools to create caring and challenging learning communities that meet the needs of young adolescents as they reach the "turning point" between childhood and adulthood. This model focuses on data-based inquiry and teacher collaboration to improve student learning.

Turning Points provides middle schools with substantial services, including onsite coaching, professional development and networking, resource guides, a Web site, a self-study survey process, and benchmarks for annual assessment. Turning Points staff work intensively with teachers and administrators to improve learning, teaching, and assessment, and to create the school culture and structures that enable students to learn at high levels.

<http://www.turningpts.org>



## Supplemental Programs

### **CONSISTENCY MANAGEMENT AND COOPERATIVE DISCIPLINE (PreK-12)\***

Consistency Management & Cooperative Discipline (CMCD) is an innovative schoolwide (Pre-K-12<sup>th</sup> grade) research-based, classroom tested management reform program that builds on shared responsibility for learning and classroom organization between teachers and students. This supplementary model builds on self-discipline in students through teacher and student consistency in classrooms and throughout the schools. CMCD is designed to help students prepare for success, achieve self-discipline, and develop responsibility. This is accomplished through an emphasis on prevention rather than intervention, shared responsibility and cooperation between teacher and student, value-based discipline, increased communication with parents, and effective instruction. The CMCD model, which is designed for implementation over a three year period, also helps create a foundation for other reading and mathematics reform programs to work more effectively in schools. CMCD is based on ten dimensions of classroom management: 1) Enhancing Management Philosophy and Values; 2) Establishing Positive Classroom Norms; 3) Organization for Active Classroom Learning Environments; 4) Development of Cooperative Discipline Strategies for Students; 5) Management Approaches for the First Days and Weeks of School; 6) Building Self-Discipline in the Classroom; 7) Management Approaches for the Second Half of the School Year; 8) Building Schoolwide Self-Discipline; 9) Maximizing Parent/Community Roles in Classroom Management; and 10) Self-Improvement Through Self-Assessment.

CMCD has undergone extensive research on its initial and long-term effectiveness. This research has demonstrated that CMCD has long-term positive effects, including increases in student and teacher attendance; significant increases in student achievement and improved school and classroom climate.

<http://www.coe.uh.edu/CMCD>

### **PROJECT GRADUATION REALLY ACHIEVE DREAMS (PROJECT GRAD) (PreK-12)\***

Project GRAD is a framework for comprehensive systemic change brought about by combining specific instructional, classroom management, and community/parental involvement strategies. Program efforts are directed at the high school and the elementary and middle schools of a district's single feeder pattern.

The focus of each Project GRAD component is professional development. The three instructional components are Success for All, MOVE IT MATH, and Consistency Management and Cooperative Discipline. Communities in Schools addresses the support component.

The reading component of the program uses Success for All. The Math program, Math Opportunities, Valuable Experiences, Innovative Training (MOVE IT MATH), was created at the University of Houston. According to the literature, MOVE IT MATH is a "K-6 university-based professional development program that advocates mathematics instruction based on the use of manipulatives to address a wide variety of learning styles."



Consistency Management and Cooperative Discipline is an approach to classroom management emphasizing student accountability and responsibility. Consistency Management has proven to be very effective in lowering the numbers of discipline problems and referrals to the principal's office and raising attendance and achievement.

The fourth component of Project GRAD is Communities in Schools, the parent and community involvement program. The program provides a method for providing a variety of support services to schools to encourage parental involvement.

<http://www.hern.org/~grad/> or <http://www.projectgrad.com/newark>

## WEB SITES

NJ Department of Education (DOE)  
<http://www.state.nj.us/education/>

Abbott Regulations:  
<http://www.state.nj.us/njded/abbotts/abbottregs1.htm>

WSR Background Paper:  
<http://www.state.nj.us/njded/abbotts/wsrback.htm>

NJ DOE: Core Curriculum Content Standards  
<http://www.state.nj.us/njded/cccs/index.html>

A Study of Supplemental Programs and Recommendations for the Abbott Districts  
<http://www.state.nj.us/njded/abbotts/abbottstudy.htm>

Whole School Reform Background  
<http://www.state.nj.us/njded/abbotts/wsrback.htm>

<http://www.state.nj.us/njded/holocaust>

Professional Development  
<http://www.state.nj.us/education>

School-to-Careers and College Initiatives  
<http://www.state.nj.us/career>

### FEDERAL RESOURCES

US Department of Education  
CSRD Program, Comprehensive School Reform Demonstration Program  
<http://www.ed.gov/offices/OESE/compreform>

NCREL - North Central Regional Educational Laboratory  
<http://www.ncrel.org/csri/>

NWREL - Northwest Regional Educational Laboratory  
<http://www.nwrel.org>

LSS - Laboratory for Student Success  
<http://www.temple.edu/LSS/csr.htm>

### USEFUL SITES FOR PLANNING REQUIRED PROGRAMS IN SECONDARY SCHOOLS (RPSS)

Alternative Education  
<http://www.dropoutprevention.org>

NJ Association of Educational Technology  
<http://www.njaet.org>

Substance Abuse and Mental Health Services Administration  
[www.samhsa.gov](http://www.samhsa.gov)

Center for the Study and Prevention of Violence - University of Colorado  
[www.colorado.edu/cspv./cspvinfo/cspv.html](http://www.colorado.edu/cspv./cspvinfo/cspv.html)

SSC - Safe Schools Coalition, Inc.  
[www.ee.mtu.edu/safe](http://www.ee.mtu.edu/safe)

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## GLOSSARY OF TERMS

**Abbott District** - one of the 28 urban districts specifically identified in the appendix to Raymond Abbott, et al. v. Fred G. Burke, et al. and the following districts not included above but designated Abbott districts pursuant to P.L. 1999, c.110, Neptune Township and Plainfield, and such other districts as may qualify in the future. Abbott district shall not include a charter school located within any of these districts.

**Abbott V** -- the Supreme Court decision in Abbott v. Burke, 153 N.J. 480 (1998).

**ASSA** – Application for State School Aid

**Baseline Data** -- First-year data of official results from an assessment upon which results from subsequent years can be compared to determine progress, both real and relative.

**Benchmark** -- A statement of measurable progress toward achievement of an objective as measured by state assessments. The benchmark is site specific, based on data collected in the needs assessment.

**Board of Education** (or “board”) - the local board of education, or the State district superintendent in the case of a State-operated school district, of an Abbott district.

**CBO** – Community Based Organization

**CCP** – Certified Childcare Professional

**CDA** – Child Development Associate

**CEIFA** – Comprehensive Educational Improvement & Financing Act

**CES** – Coalition of Essential Schools

**CFL** – Communities for Learning

**Chief School Administrator** - the superintendent or administrative principal of an Abbott district, or the State district superintendent in the case of a State-operated school district.

**Core Curriculum Content Standards (CCCS)** - the standards of achievement established for the provision of a thorough and efficient education pursuant to N.J.S.A. 18A:7F-4.

**Commissioner** - the Commissioner of Education or the Commissioner’s designee.

**CSA** – Chief School Administrator

**CSRD** – Comprehensive School Reform Demonstration Program

**DARE** – Drug Abuse Resistance Education

**DEP** – Demonstrably Effective Program (the old **E**ducation **I**mprovement **P**lan)

**DEPA** – Demonstrably Effective Program Aid

**Department** - the New Jersey Department of Education.

**Developer** - an expert or team of experts that has effectively integrated research-based programs and strategies to develop a Department-approved whole school reform model.

**DHS** – Department of Human Services

**DHS-Licensed Childcare Provider** - a childcare provider licensed by the Department of Human Services pursuant to N.J.S.A. 30:5B-1 et seq.

**DOE** – Department of Education

**ECP** – Early Childhood Program

**ECPA** – Early Childhood Program Aid

**Early Childhood Expenditures** - expenditures related to the provision of kindergarten for five-year-olds and approved preschool programs for three and four-year-olds.

**EMP** – Educationally Meritorious Program

**ESL** – English as A Second Language

**ESPA** – Elementary School Proficiency Assessment

**FACES** – Family and Children Early Education Services

**FANS** – Families Achieving the New Standards

**FTE** - a full-time equivalent student which shall be calculated pursuant to N.J.S.A. 18A:46-6.

**GAAP** - Generally Accepted Accounting Principles

**Goal**- A standard for evaluating the effectiveness of the improvement process

**GEPA** – Grade Eight Proficiency Assessment (replaced the Early Warning Test or EWT).

**HSPA** - High School Proficiency Assessment (replaced the High School Proficiency Test or HSPT).

**IASA** – Improving America Schools Act

**IEP** – Individualized Education Plan



**Illustrative Budget** - a budget that was developed in consultation with the WSR model developer and includes all the costs to implement a WSR model that incorporates all of the requirements of the WSR model for New Jersey schools.

**LEA** – Local Education Agency

**NAEYC** – National Association for the Education of Young Children

**NAS** – New American Schools

**Needs Assessment** - an evaluation of impediments and deficiencies that prevent students from achieving the Core Curriculum Content Standards identified by a valid assessment methodology. Once identified, the needs are compared to existing programs and services using data to determine their effectiveness in addressing each need. If the needs are not addressed by existing programs and services, the needs assessment is expanded to identify a proven program strategy that should be implemented.

**NCREL** – North Central Regional Educational Laboratory

**NJAC** – New Jersey Administrative Code

**NJSA** – New Jersey Statutes Annotated

**NWREL** – North West Regional Educational Laboratory

**Objective** - a statement which specifies a measurable change in student achievement, behavior or attitude, the target population, and the educational program or strategy that will lead to the achievement of the objective.

**OFRI** – Office of Fiscal Review and Improvement

**OPRI** – Office of Program Review and Improvement

**Particularized Need** - a need that is supported by an assessment of needs of a specified population of students in a given school and is not effectively addressed by a WSR model, an alternative program design, or by the required supplemental programs

**P.L.** – Public Law

**PIRC** – Program Improvement Regional Center

**RPSS** – Required Programs in Secondary Schools

**School-Based Budget** - a school budget for an individual school that includes the instructional and support, staffing, programs and services designated for that school site

**School Management Team (SMT)** - a school-based planning and decision-making team established pursuant to N.J.A.C. 6A:24-2.1 et seq.

**School Review and Improvement Team (SRI Team)** - a team of Department of Education staff assigned by the Commissioner to work with Abbott schools in implementing the Court's decision pursuant to N.J.A.C. 6A:24-1.3.

**Secondary** - middle and high school grades 6 through 12, except in districts having an elementary structure incorporating grades 6 through 8, in which case it means grades 9 through 12.

**SFA** – Success For All

**SLT** – School Leadership Team

**SMT** – School Management Team

**SRI** – School Review and Improvement Team

**STC** – School-to-Career

**STW** – School-to-Work

**Success for All/ Roots and Wings (SFA/R&W)** - a nationally proven, research-based whole school reform model developed by Dr. Robert Slavin and other researchers at Johns Hopkins University.

**Supplemental Program or Service** - any program or service that exceeds the requirements of the WSR model, the whole school alternative program design, or the required secondary programs.

**T&E** – Thorough and Efficient

**UCC** – Urban Coordinating Council

**Unapproved Costs** - the additional costs, if any, of a school facilities project which result from design factors that are not required to meet the facilities efficiency standards and were not approved by the Department as a particularized need pursuant to N.J.A.C. 6A:24-5.1 et seq.

**Virtual Academy** - a proposed Web site designed to use technological resources to provide educators with timely, high-quality professional development materials that directly relate to the initiatives put forward the by department.

**Whole School Alternative Program Design** - that whole school alternative program or "home grown proposal" established pursuant to N.J.A.C. 6A:24-4.2.

**WSR** – Whole School Reform

**Whole School Reform Implementation Plan** - a comprehensive school plan that includes the necessary components to implement the WSR model or the whole school alternative program design and the required secondary programs, as well as the integration of all state, federal and local resources to support those components.

**Whole School Reform Model (WSR Model or Model)** - is a whole school reform model as established in N.J.A.C. 6A:24-4.1 et seq.

**Whole School Reform School (WSR School)** - any of the schools approved by the Department to implement a whole school reform.

**Workpapers** – Fiscal forms used by WSR schools to provide budget data used in the development of their school-based budgets.

**Zero-Based Budget** - a budget in which there has been a concentration of all available resources to support a district's or school's current objectives and strategies for achieving the CCCS, after an annual assessment and determination of those objectives and strategies. It also means a budget in which resources are allocated and reallocated to support those objectives and strategies, and individual budget items are justified on the basis of needs, directly related to the achievement of those objectives and strategies.